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A study was conducted to design a system of testing and interviewing which would bring into some relationship the personal characteristics of teacher education students and the external or setting demands made on public school teachers. The major purpose was to provide an opportunity for each student to examine his behavior in a safe and supportive environment to assist him in establishing a set of beliefs and commitments congruent with his makeup and relevant to the teaching profession. Of the 40 junior and senior students who volunteered for the study, 20 served as a control group. The 20 participants each met with the experimenter for five or six 1-hour weekly interviews to discuss the interaction between the student's personality profile (compiled from a test battery) and his philosophical commitment, and to analyze a video tape record of his student teaching performance. Three independent judges viewed 16 video tapes, eight representative of each group, and rated each student on use of expression, reactions with pupils, and style of presentation. Although the interrater reliability was extremely high and analysis of variance of scores yielded a significant difference in experimental and control group ratings, the unsophisticated nature of the research leaves many unresolved questions. (This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154.) (JS)

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APPENDIX U--SELF CONCEPT AND TEACHING: AN EXPLORATION

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OFFICE OF EDUCATION

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SELF CONCEPT AND TEACHING: AN EXPLORATION

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Introduction

The study described in this paper was conducted as part of a postdoctoral seminar financed through the U.S. Office of Education. The purpose of the seminar was to build research skills into experienced professors and was conducted by the Teaching Research Division of the Oregon State System of Higher Education. The aim of the researcher was to gain information and test ideas rather than to carry out a sophisticated research study. While the behavioral measures indicate considerable effective change related to the experience, the methods and materials used in the study as well as the interaction were altered considerably during the year. Neither a clearly stated hypothesis nor a prediction of outcomes was made during the year the study was carried out.

The Northwest Regional Educational Laboratory supported the study to enable the experimenter to include the videotape capability. Consultant help was also available during the course of the year which allowed for some correction in the system while it was being developed. This support assisted in providing greater insight concerning students perceptions during the course of the study and more insightful analysis of the outcomes. In its present state, this exploration appears to be quite in harmony with the studies in Texas, Bank Street College, and the work at San Francisco State.

Purpose of the Study

This study represents an effort to design a system of testing and interviewing which would bring into some relationship the personal characteristics of college juniors and seniors enrolled in teacher education and the external or setting demands made on public school teachers. Lists defining the characteristics of effective teachers tend to reflect either observable criterion such as: "uses pleasant voice," "pays attention to student comments," "presents subject matter logically and coherently," and "is attentive to physical conditions"; or they deal with the affective level such as "exhibits warmth," "tolerance," "interests and excitement about the lesson." These lists may be helpful to the college student in establishing a list of criterion by which to monitor his own behavior or to define certain behaviors which he needs to learn.

If a student were using a criterion list by which to monitor his own behavior, he might discover, for example, that he fails to exhibit warmth for pupils. He further might agree that he should, in actuality, do this. The question, from the interviewer's point of view, is, "how does he bring this about?" Apparently what is needed is some type of analysis of the behavior presently exhibited by the student. His lack of warmth may represent a basic personality trait. It may be a function of his fear of failure or it may represent an inadequate understanding of the teaching-learning situation. The effort in this study was to design a system whereby these and other possible explanations for the behavior could be examined in a safe and supportive environment. The assumption that is implicit is that a student will be more able to alter his existent behavior as he gains insight into the basis for its occurence. The second assumption is that the manifest behavior should be a valid extension of the perception and feeling of potential teachers. Teachers who smile when they are upset or pretend to be interested in students when they feel bored with them are seen as artificial or unreal by students very early.

The Study

Students taking part in the study were either juniors or seniors enrolled in teacher education at Oregon College of Education. They were enrolled in a two quarter sequence involving a study of educational psychology and methodology. Each student in the study spent at least one-half day per week taking part in an elementary school classroom in the vicinity of the college. Some 80 students volunteered to meet with the experimenter one hour per week for five or six weeks. These meetings were conducted with the students on an individual basis with all information treated as confidential and not shared in any way with the regular classroom instructors.

The Interviews

All students taking part were given the Sixteen Personality Factors test. The initial interview dealt with the student's response to the test and some effort to interpret the meanings of the various scores. All test results were shared with the student. Subsequent interviews dealt with an interpretation of the Edwards Personal Preference Schedule, GSR measures of student response to verbal stimuli (see Attachment 2), and a test of philosophical beliefs (see attachment 3). The final input was a joint analysis of a videotape record of the student's teaching performance in the elementary classroom to which he was assigned. The tests and interviews, as nearly as possible, reflected the following assumptions:

a. The students and the interviewers were jointly involved in exploring ideas and attempting to develop a system by which students might be helped to improve their teaching skills.

b. Both power and knowledge were shared jointly by the interviewer and the student. There was no inference that the interviewer should either approve or disapprove of any statements, concepts or ideas verbalized by the student.

c. There were no case studies made in the sense of tabulating the history of experiences of the students and then attempting to draw inferences from these to existing student behavior, perceptions or beliefs.

d. The approach resembled a perceptual psychology approach which attempts to identify the feelings and perceptions which presently exist with the individual and to ask how these may be translated into useful teaching behavior.

e. Student's behavior and reaction were seen as a function of his feelings and perceptions existing at the moment. The effort was to be as explicit as possible about the basis of these and their effect on various teaching situations. Little effort was made to define ways in which the student must "change" or "improve" his basic personality.

Philosophy

The basic philosophy underlying this entire approach probably would be identified as existential from the interviewer's point of view. The student's philosophical commitments probably would be classified as realistic. Students tended early in the interviews to treat their beliefs and their behavior largely as a function of the culture or the environment in which they had been reared. Their initial efforts were to interpret their behavior in terms of parental demands, early social and religious experience or certain inherited characteristics. Their approach to personal improvement reflected a direct and straightforward attack on what they saw as their personal and social limits. Statements such as, "I shouldn't be so hard on myself," or "I tend to be lazy," or "I worry too much" occurred quite frequently. The interviewer attempted to alter this line of question or statement into a different form. This would follow a pattern such as, "What kind of ethical or moral commitments do you believe in that could make you vulnerable to feelings of inferiority

or guilt," or "Do you feel your goals are unrealistically high," or "Would life be better if you could give up some of your fundamental commitments." The effort was to include one's physical and intellectual capabilities, his religious and philosophical commitments, and his personal and social outlooks in order to be as inclusive as possible when dealing with a phenomenon which the student might define quite narrowly as a feeling of "inferiority." The assumption was that interpretations which tend to be honest, inclusive and broadly based represent a more hopeful approach to understanding one's behavior.

An interesting dilemma dealing with knowledge occurred repeatedly. The students were quite consistently committed to the importance of determining, through personal experimentation, the validity of much that they were told by authority figures. In their selection of methodology and strategy in the classroom, they were consistently experimental. However, in dealing with values, the point of view changed. Students were typically quite aware of the limitation of open experimentation in this area of life. Most of them have heard the cliche, "Don't knock it 'till you've tried it," and have some enthusiasm for the importance of this idea in fashioning a life style. They are also acutely aware of the fact that one cannot try every possible activity for himself in order to determine his feelings toward it. They are not impressed by abstractions such as, "A man is changed as a result of his experiment," but they are quite responsive to the idea that all of us probably would like dope if we gave it a "fair chance." This student population tended, then, to be adamantly experimental about a great many <u>means</u> questions but typically much more traditional or conservative in dealing with ends or <u>value</u> questions.

The significance of this dilemma depends in large part upon how one chooses to define the basic problems of American education. If one is willing to accept the concept that the ends of the educational process are determined by the mass of the population through its school board, then the function of teachers is largely the instrumental function of carrying out these ends. By this definition, then, the teacher education program primarily concerns itself with the means questions of organization and methodology rather than with the fundamental questions dealing with value commitments. Teachers' values show clearly in their classroom performance and in their contact in general with people. Statements by school boards or by the public generally have, as I see it, little effect upon the personal value of teachers. In other words, teachers' values show and therefore must be attended to in some manner.

Another dilemma which grows perhaps out of the previous one is the problem of making means and ends congruent. The harshest criticism

leveled at the established culture is that it tends to verbalize one set of values and beliefs and performs in quite a different manner. It tends to compartmentalize its value commitments and its daily performance and the two are often incongruent. This leads many young people to an adamant commitment to the importance of honest and straightforward conversation. Insofar as the interview sessions reflected this value, they were seen in an extremely positive light by students taking part. The commitment for many students then is adamant to being "himself" and yet having to perform the roles expected of teachers in the present culture. Somehow for one to accept role confinement appears to many of the students to lack the straightforward honesty requisite to moral behavior. The question is how can one accept a public school teaching role and be honest to his own perceptions and convictions when they may be seen as offensive by the public generally.

The intention of the experimenter throughout the interviews was to hear accurately and accept the ideas and value commitments of the students taking part. The interaction between the personality profile and philosophical commitment was examined in each case and discussions concerning the interactions of the two were carried on at some length. If a subtle purpose existed it probably would be defined as an effort to assist each student in the process of establishing for himself a set of beliefs and commitments which were congruent with his makeup and, in the general sense, relevant to the profession of teaching. The specific content and form of each interview was controlled insofar as possible by the needs and purposes of the students involved.

Outcome

The initial request for volunteers to participate in the study was responded to by approximately 40 college students. Since the experimenter had intended to work with only 20, the remaining 20 were treated as a control group. The 20 students actively involved in the study then took the tests as described above and participated in between five and eight hours of individualized discussion time with the experimenter. Near the end of the second quarter of the study all 40 students were asked to volunteer to be videotaped in their respective classrooms. Due to time and scheduling difficulties, 19 videotapes were actually made and eight of these were selected as representing the experimental group of students; another eight were selected as representing the control group. The evaluation instrument (see Attachment 1) was developed by the experimenter as a means of rating the performance of the students on the videotape. Three independent judges, all qualified supervisors, were asked to view the tapes and rate each student on the variables of use of expression, the reactions with pupils, and style of presentation as defined by the attached instrument. The following analysis can be reported:

a. The interrater reliability was extremely high. Specifically, the reliability of rater I to rater II was determined to be .987. Reliability of I to III was reported to be .761, and the reliability of II to III was reported at .925.

b. An analysis of variance of the rater scores yielded a significant difference at the .001 level in the ratings assigned to the experimental and control groups. The experimental group tended consistently toward the low or left-hand end of the rating scale with the average ratings of the experimental group being 4.1 on the use of expression, 3.7 on reactions of pupils, and 4.3 on style of presentation. The control group produced 6.6 on use of expression, 7.1 on reactions of pupils, and 6.2 on style of presentation.

Students taking part in the study were interviewed during the progress of the two quarters. The subjective evaluations of the students were positive and demonstrated a high degree of enthusiasm. Most students seemed convinced that their basic feelings and attitudes were changing, and from their point of view, in a positive direction. Their reactions, for the most part, tended to support behavioral outcomes as manifested by the analysis of the videotape.

Inferences

There are many unresolved questions relating to this study; among these are:

a. Can the process be generalized to a different student population?

b. Are the outcomes generally applicable or are they a specific function of the personality and the convictions of the interviewer involved?

c. Could the same thing occur in small group settings and thereby increase the efficiency of the study?

d. Were the outcomes a function of some specific error in the experimental design or did the feelings and perceptions of the students involved actually undergo a dramatic shift as suggested by the results?

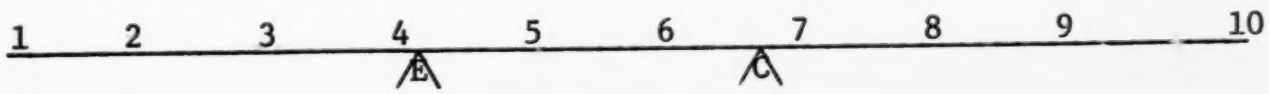
Attachment 1

Oregon College of Education
Affective Rating Scale

USE OF EXPRESSION

dynamic voice qualities
facial expression smiles, frowns
bodily movements

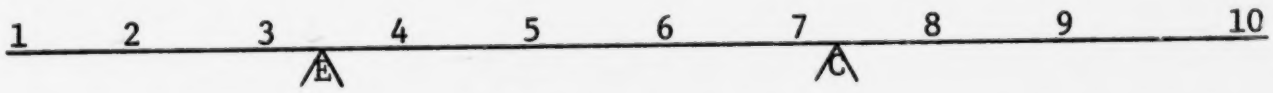
monotonous, dull voice
passive, fixed facial
expression, stiff, stilted
posture



REACTIONS WITH PUPILS

responsive attentive
evidences interest and concern
ellicits responses
accepts and recognizes
students ideas

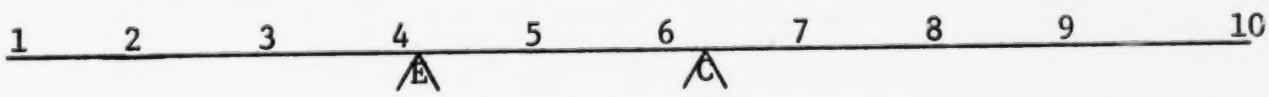
ignores, seems insensitive
interest only in "lesson"
gives questions/answers
stylized/ dogmatic



STYLE OF PRESENTATION

flexible and open
exciting to students
interactive

rigid, stiff
boring, unreal to students
follows preconceived plan



Attachment 2

OSSHE
Teaching Research Division
Revised GSR Sweep Test

J. Garrison

Name_____

As Nouns Free Association	As Adjectives Apply to Self (are you)
strength	strong
intelligence	smart
anxiety	anxious
blood	secure
sex	sexy
popular	popular
weakness	weak
stupid	confused
placid	calm
injury	scared
love	accepted
rejected	respected
hostility	friendly
confusion	gullible
nervous	nervous
hurt	cautious
seduction	appealing
loneliness	lonely
revenge	angry

Apply to others in discussion:

people are generally kind

apt to take advantage of you

insightful about their own behavior

trying to get away with everything they can

scared of getting hurt

scared of their own sexual tendencies

sociable creatures

self-centered

Apply to the Classroom:

fighting
laziness
self-exposure
swearing
cheating
sex play
persecution
carelessness
withdrawal
talking back
sloppy work
tattling

naive	innocent	disturbing class
		low interest
security	confident	teasing others
		self-abuse
death	worried	crying
kiss	lovable	
withdrawn	evasive	

Attachment 3

STATEMENT OF PHILOSOPHICAL BELIEF

Oregon College of Education J. Garrison

Directions: Each set of four statements represents different ways of stating an idea. Read each set and mark the statements according to the following scale:

1. This is the most acceptable statement of the four.
2. This is the second most acceptable statement.
3. This is the third most acceptable statement.
4. This statement is least acceptable of the four.

If you feel two statements are equally acceptable, they may be marked with the same number.

_____1. Students should be helped to understand that the world exists as an expression of a supernatural power.

_____2. The basic need for man is to understand the physical and psychological forces which control the universe.

_____3. Man must learn through trial and error to adapt himself to his environment in whatever manner he chooses.

_____4. Man must learn to develop ideas and assumptions which enable him to control his own destiny.

_____5. Man must predict problems which may occur and adjust his society to meet them.

_____6. Change is quite inevitable; man must learn to alter his ideas and institutions to fit present problems.

_____7. Change represents an uneven but consistent process of improving life for mankind.

_____8. The teacher serves primarily to transmit the best of man's accumulated knowledge and beliefs.

_____9. The school must develop in students the academic and intellectual skills demanded by present culture.

____10. The school must make cultural problems real to the student and assist him in arriving at tentative solutions.

____11. The basic job of the school is to acquaint learners with the greatest minds and most valid ideas which have been known to men.

____12. Students must learn to develop novel ideas and approaches to the unique problems which will occur in their lifetimes.

____13. Each pupil must be helped to develop a sense of right and wrong which is acceptable to him in his daily life.

____14. Students must learn to apply fundamental moral ideas to present problems.

____15. Pupils must learn to alter traditional ideas of right and wrong whenever they become irrelevant to existing problems.

____16. Pupils must learn to live with a basic and unchanging moral code.

____17. The school must identify the skills and ideas needed in the coming society and help students develop them.

____18. The school exists solely to help pupils apply reason and knowledge in their daily lives.

____19. The school should perform the role expected of it by the culture.

____20. The school must equip each student to know and understand the great, classical ideas as well as his ability permits.

____21. Institutions and social customs change, but man is and has always been fundamentally the same.

____22. The teacher serves primarily to organize curricular experience and to direct students toward efficient learning processes.

____23. The teacher serves primarily to guide and direct students in the process of organizing learning experiences.

____24. The teacher is variously a source of information; a planning director and a disciplinarian depending on the needs of his class. His prime role is to keep the class interested, excited and open to ideas.

____25. Students must learn to understand the environment.

____26. Students must become aware of the traditional beliefs which underline and give meaning to daily life.

____27. Students must learn to test their ideas and determine whether they are valid.

____28. Students must learn to make decisions, relate them to others and accept responsibility for his own ideas.

____29. Our schools neglect the bright students and cater to average and below average learners.

____30. Our schools fail to develop fundamental academic skills.

____31. Our schools fail to deal with the problems of importance to students.

____32. Our schools are tuned to the past and teach much that is outmoded and useless.

____33. We must plan to meet the unique cultural and personal problems which will occur in the near future.

____34. We should involve students more actively in planning and executing curricular ideas.

____35. We should return to a more concentrated emphasis on fundamental subjects.

____36. We must reemphasize the development of academic discipline.